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ABSTRACT

The second annual report on the activities of the University of Kentucky Library's Instructional Services Department for 1975-76 is divided into three sections. The first section describes in detail the provision of library instruction and orientation to 7,000 students during the year. Tables summarizing statistical information on the program comprise the second section. The third section, which consists of copies of all instructional materials used in the project, is presented in a separate document as IR 003 816. (Author/LS)

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SECOND ANNUAL PROGRESS REPORT TO THE COUNCIL ON LIBRARY RESOURCES AND THE NATIONAL ENDOWMENT FOR THE HUMANITIES

FOR THE YEAR
JULY 1, 1975 - JUNE 30, 1976

COLLEGE LIBRARY PROGRAM

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

PAUL A. WILLIS, DIRECTOR OF LIBRARIES

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GRANT NUMBER: EH 21718-75-15

IR003815

This is the second annual report of the activities of the Instructional Services Department relating to the College Library Program and consequent activities for the fiscal year 1975-76. The report is divided into three sections. The first section describes in detail our approaches to providing library instruction and orientation to some 7000 students during the past year. The second section contains tables summarizing statistical information related to the program. The third section includes two copies of all instructional material used in the program.

The Instructional Services Department was established in August, 1974, to serve a university community of 20,000 students. The primary goal of the department is "to plan, design, develop and coordinate programs and activities to apply the library resources of the University to the information needs of the academic community, with emphasis on undergraduate needs."

During its first year, the major goal of the department was to develop a program of library instruction for undergraduate students beginning in the freshman year. Thus, during the first year, appropriate people in the Freshman English Office were contacted and a cooperative library instructional program was developed and tested on a limited number of students in a pilot program. The success of the pilot program led to the planning of the library instructional program and its actual implementation during the past year. The full implementation of the program has involved about 4,500 freshman students. The process of implementing this program and other instructional activities make up the subject of this report.

In order to develop a program of library instruction for a large number of undergraduate students, as outlined in the grant proposal, it was necessary to identify their specific needs. This we attempted to do in our first year. In considering

this, we found it useful to relate information needs to the class the student is in and also to keep in mind at what level of sophistication the student is working. Thus, we worked with the idea of relating library instruction to the immediate information needs of the student. This process made the purpose of the instruction immediately apparent, and, most importantly, immediately useful to the student.

The first level of need is in the freshman second semester composition classes, where students must make use of library resources to fulfill the requirements for a term paper. Library skills and knowledge identified as relevant to this level are: using author-title and subject card catalogs; identifying, locating and using periodical indexes; identifying, locating and using newspaper indexes; defining search terms appropriate to the source being used; developing a search strategy; and utilizing available reference assistance. The main purpose of the instructional units developed in the first year is to teach the students these skills and knowledge.

The second level of need occurs when the student begins his work in a subject area. In introductory classes in a subject area, writing a research paper is often a requirement. Library skills and knowledge that should be taught at this level are: identifying and using specific abstracting services; locating and using specific bibliographies; locating book reviews; and identifying basic reference sources such as key dictionaries,

encyclopedias and handbooks. The instructional unit entitled "HOW DO YOU SPELL BISMARCK?" was written for students in an introductory modern European history class and is an example of one method used in teaching these skills and knowledge to students in a specific subject area. In this case, the instructional unit was designed to be studied by the students before they receive an instructional session in the library.

A third level of need concerns the advanced student (junior-senior) who has to write documented research papers for classes in his major area. Library skills and knowledge students need at this level are the ability to: identify and use indexing systems covering government publications; use guides such as Winchell's GUIDE TO REFERENCE BOOKS to identify major reference tools in a specific discipline; identify state-of-the-art reports and annual reviews in a specific discipline, identify and use major abstracting and indexing services that cover the major journals; and identify and locate bibliographies.

The information needs of graduate students writing a thesis or dissertation represents the fourth level of need. Library skills necessary at this level include the ability to locate theses and dissertations relevant to a specific subject field and to identify and use resources such as NUC in determining what publications exist in a subject field irrespective of library holdings.

Recognition of these levels of library use and the library

skills needed within each of the levels enabled us to develop a methodology for providing effective instruction to large numbers of students without requiring a large committment of staff funding.

Our initial thrust, as was documented in the FIRST ANNUAL REPORT. . ., was in solving the student needs at the first level. In response to this information need, the freshman English library instruction program was developed to answer the fundamental question, "What knowledge, skills and searching strategy does a freshman student need to learn in order to gather the information necessary to write a term paper?" This orientation and instruction program provides library instruction to over 4000 freshman students.

The lower-level program as it was fully implemented during the past year consisted of two parts. The first part was a fifty-minute orientation tour of the main library for students enrolled in the first semester freshman English classes in the fall semester, 1975. The main purpose of these sessions was to help the students overcome the initial awe many feel in a large research library, and also to inform them of the services available. A copy of the GUIDE TO THE UNIVERSITY OF KENTUCKY LIBRARIES was given to each of the 2500 students. Each major public service point is shown and discussed. No attempt was made to provide instruction in the use of the library's resources. The tours were staggered over a two-week period and were conducted mainly by graduate students in the College of Library Science.

The library science students, themselves, were initially given an orientation to the essential areas that should be discussed with the freshman as they go through the library.

The second part of the lower level program consisted of a series of three instructional sessions to over eighty classes of second-semester freshman English. This program evolved from the pilot program that was developed and implemented during the first year of the grant. The full program was implemented with a pretest, three instructional units and two post-tests, followed by an instructional session in the library. The first unit discussed the use of the card catalogs and the arrangement of the book collection in the main library. The second unit covered the use of periodical and newspaper indexes and the third covered basic references sources such as dictionaries, encyclopedias, handbooks and almanacs, and library search strategy.

The English instructors administered the pretest, instructional units and post-tests during two class periods of fifty minutes each. The classroom instruction was followed by an intensive instructional session in the library. The instructional sessions were administered after the students selected their term paper topics and before they started using the library for resource material. We felt correct timing in administration of the instruction was a contributing factor to the program's success.

The instructional sessions in the library were conducted by graduate library science students. Most of the students

were recruited through the cooperation of an instructor who was teaching an Academics Library class. These students were able to experience first-hand the problems in implementing such a large-scale program. Eight library science students and several professional librarians were involved in giving instructional sessions to 87 classes which were divided into 174 small groups. The students were given intensive training divided into four parts of two hours each:

1. Initial information session (This was a question-answer and scheduling session.)

2. Reference desk assignment (This experience gave the students a chance to see what kinds of questions are asked at the reference desk and helped them become familiar with the kinds of problems the reference librarians have.)

3. Briefing session and sample tour (This was a discussion of their experience on the reference desk followed by a detailed tour of the library; at each point the material to be presented to the freshmen was explained in detail.)

4. In the final phase of their training, the students followed an actual tour as it was being given by an Instructional Services staff member. This was followed by another question-answer period and discussion by library science students working on the Instructional Services staff of their experiences in working with students.

After the freshmen instructional sessions were completed, we evaluated the program. Due to the large number of students, no attempt was made to evaluate the students' acquisition of

specific knowledge or skills. The main purpose of the evaluation process was to find out how the students felt the library instruction sequence helped them prepare for researching their term paper and to ask their suggestions for improvements in the program.

Each of the 87 English 102 classes, representing 2100 students, and their instructors, were given the opportunity to complete the evaluation forms. The student evaluations consisted of several multiple-choice questions in addition to some short-answer questions which allowed the students to respond with individual comments and suggestions. The evaluation forms for the instructors contained questions which solicited their opinions and personal reactions to the program and its effect on their students.

The first two questions dealt with the students' reactions to the instructional sessions. According to the responses of fifty classes of 805 students, eighty-four percent felt that the three units prepared them "satisfactorily" (64%) or "very well" (20%) for doing library research. Ninety-three percent rated the sessions in the library as "satisfactorily" (58%) or "very well" (35%) preparing them for library research. The range of the rating scale was from "very well" to "satisfactorily" to "poorly".

The last two questions also dealt with the student's reaction to the whole program by asking if both the instructional units and library sessions should be continued and what should be

improved. Ninety-four percent of the students responding indicated that it definitely should be continued and made a number of suggestions for improving the program. Apparently more information should be given on using newspaper and microtext material, periodicals and reference materials. In order to facilitate the use of these materials, more examples might be given and specific references actually located. Taking one topic and following it through the complete search procedure -- such as going from an index to the particular magazine article or to a bibliography in a book -- might be helpful.

In response to the latter suggestion, we are going to request from each instructor a list of their students' names and research topics before they come to the library for the fifty-minute instructional session. The graduate students giving the sessions will use this information to relate the sessions to the students' personal interests.

The third question dealt with the students' own perceptions of their knowledge of the information contained in the instructional units. This question was included because of random comments by students that the material presented in the units was too simple. Thirty-five percent of the students felt that they knew 75-100% of the material and forty percent felt that they knew 50% of the material. These figures were higher than expected.

The fourth question asked the students what areas they felt they knew the most about before the instructional sessions.

In response to this question, about 52% of the students indicated they were most familiar with the author-title card catalog. Other areas, ranked in order of their familiarity, were the subject card catalog (36%), the Dewey Decimal Classification System (20%), periodical indexes (18%), reference materials (9%), and newspaper indexes (4%). When asked which area was least familiar, the fifth question, the most frequent response was the newspaper indexes, followed by periodical indexes, the Dewey Decimal Classification System, reference materials, the author-title card catalog and the subject card catalog.

We were also interested in identifying the areas in the library that gave students the most difficulty in doing their research. Locating periodical articles presented the greatest amount of difficulty for many of the students (34%). Actually this figure probably reflects the difficulty in locating the periodical issue, due to the problem of multiple locations and their arrangement by call number. Other problems the students had were locating specialized reference materials (28%), locating books (23%), locating newspaper articles (16%), and locating a bibliography (6%). In many cases, missing materials also caused problems.

The seventh question concerned areas or types of materials avoided due to lack of knowledge about them. The newspaper and microtext collections were most frequently mentioned as being avoided. Other resources such as periodicals, government documents,

bibliographies, abstracting services, card catalog, theses and areas such as branch libraries were avoided to a much lesser degree.

We were also interested in the assistance provided by the Reference Department. During their research, about 34% of the students indicated they sought the assistance of a reference librarian at the beginning of their searching process, while 35% sought help several times throughout the process. Four percent of the students asked for assistance toward the end of their research and 27% did not consult a reference librarian at all.

We were also interested in the instructors' reactions to the library instruction sequence. The library instruction program involves working closely with over forty teaching assistants, each with different abilities and expectations, and each with an individual academic program to worry about. It also became clear, during informal conversation, that some are not convinced of the importance of library instruction early in the student's academic career.

The biggest problem we faced in working with this large group of teaching assistants was instilling in them a sense of trust toward those of us in the library with whom they must work. Difficulty has also been experienced with the transient nature of the graduate teaching assistants at the freshman level. Every year and even every semester, we see new faces, each with different expectations and little experience in classroom instruction.

It was also observed that many graduate teaching assistants are not aware of the various support services that are available to them just for the asking. Undoubtedly, these problems contribute to the lack of interest by many large research libraries in involvement with library instruction at the freshman level.

Of the forty graduate teaching assistants involved, twenty-five of them responded to the questionnaire asking for their reactions to the program. Of the twenty-five instructors who responded, twenty-three of them (92%) rated the overall effectiveness of the library instruction as "good" to "excellent" on a scale of "excellent", "good", "fair", "poor" or "very inadequate". Several instructors made unsolicited favorable comments. Typical of these were, "I have received some really good papers this term," and "Many students said that they intended to keep the materials throughout their college careers."

The instructors rated the instructional units as "good" (44%) or "excellent" (48%) in helping prepare the student for library research. When rating the tours, a majority of the responses were in the "fair" (24%), "good" (32%), and "excellent" (16%) categories, but three instructors (12%) rated them "poor" or "very inadequate". Two instructors (8%) did not respond to this question. In response to questions concerning weak points of the tours, four comments were made that the tour guides varied too much in their coverage of materials, and even though we divided each class into two groups, the large size of some of the groups

precluded maximum effectiveness. Other comments stated that some sessions were too long and others too short. Some of the instructors felt the information was either too simple or too much to cover in too short a time. But the main problems that seem to stand out are the need to relate the students' interests to a specific search procedure, too much variation in tour guides and the size of the groups. It is obvious that we will need to strengthen our training sessions for those conducting the instructional sessions.

Opinion was evenly divided as to whether or not there was too much repetition of the general orientation tour in English 101 which was given to freshmen in the first-semester English course. However, twenty-two (88%) of the instructors who responded thought the whole library instruction sequence should continue to be part of the freshman English program.

The responses we received from both the students and instructors have been helpful in judging the usefulness of the instruction and in making the necessary changes that will improve the program. In addition to the changes that we have mentioned, we are currently working with one of the instructors who has been recognized as an outstanding teacher. She is writing a manual based on her experiences for new teaching assistants, explaining her method of teaching the library research unit, which includes the library instructional sessions. The manual will explain her method for topic selection and use of instructional units in helping the

students complete their term paper projects.

Our major concern during the past year was the freshman English program (and it required a great deal of our time), but it was not our only activity. During the summer of 1975 we hired two architecture students to design a sign system that would help library users find their way around the main library. The project took all summer and resulted in color bands with departmental names that start near the entrance on the first floor of the library and lead to each of the major public service units.

We were also given the responsibility to make major revisions in the GUIDE TO THE UNIVERSITY OF KENTUCKY LIBRARIES. An architecture student was hired to completely revise the physical format. A self-guided tour was included in the center of the book.

In addition to these activities, our major goal during the past year was to expand the program to reach upper-level students. The instructional program involved upper-level students in history, anthropology, architecture, psychology and journalism. The best example of our efforts in this direction is in the area of history, where we are developing a program relating to all the levels that were defined previously. At the second level, when the student is beginning to work in a subject area and is required to make use of the library to complete an assignment, we have aided one of the professors of history in writing an instructional unit entitled, "HOW DO YOU SPELL BISMARCK?". This unit introduces the students to nine basic library sources that will help them

to complete their projects.

Copies of it were distributed to over 200 students in an introductory history of Europe class. The students were asked to choose the topic for their papers from one of four broad areas: "Sports in Modern European Culture;" "Crowds, Mobs, and Masses in Modern European History;" "The Hero in Modern European Culture;" and "Youth as a Social Category in Modern European Culture." The instructional procedure used was distribution of the instructional unit as assigned reading for the students after selection of their topics, when they were ready to begin gathering information. This was to be followed by an instructional session in the library. During this session we were to distribute a handout that outlined a procedure for searching in the library on those topics. The handout listed sample subject headings to look for in the subject card catalog and an annotated list of indexes and abstracts and some selected reference sources that might be useful. Also, one of the librarians in special collections had a display of primary sources that were relevant to the topics. Working with the professor who is in charge of the teaching assistants who in turn actually conduct the classes, we scheduled two sessions of sixty minutes each. The students were asked to voluntarily sign up for the instructional session in the library. Of the 200 students, about forty signed up for each session. We planned to divide each session into four groups of ten students. This would have enabled us to individualize the sessions so that we

could better serve the needs of each student. Unfortunately, due to warm weather (this was in February) and the fact that the sessions were scheduled outside the normal class meeting time, only six of the eighty students who had signed up came. Needless to say, next year we will use a different scheduling approach.

In addition to the planning that was involved in the above program, we made presentations to several upper-level historical research methods classes. These sessions were given to five classes and each session lasted about two hours. For these classes, we prepared a handout entitled "Sources on American History." The handout lists selected reference material, indexes to monographic materials including bibliographies, indexes and abstracting services, indexes to periodical and newspaper articles, indexes to government publications, indexes to manuscript and oral history collections, and guides to the literature. The library knowledge and skills we taught were those identified for the third level.

For these sessions, instead of meeting in the classroom, the students, accompanied by their instructor, met in the library. The students were seated around a conference table and the materials were brought into the room. Following the outline of the handout, each item was discussed and passed around for the student to examine. The lecture-discussion was followed by a very brief tour of the library pointing out specifically the areas for the indexes and abstracts, the bibliographies (these are in a special

room where all materials with a Dewey Decimal number preceded by an 016 are shelved) and the newspaper/microtext collections. We are hopeful that the sessions will be repeated every year for these classes. The lecture-discussion around a table in a room in the library, where material is brought into that room, seems to be an acceptable instruction format to both faculty and students. It has the advantage of being informal and students feel free to ask questions, and the faculty member feels free to discuss his experiences in using the material.

We have also used this approach to provide instruction for graduate students in anthropology. During the latter part of the fall semester, 1975, the Director of Graduate Studies in the anthropology department contacted us about preparing an instructional session for graduate students writing either a thesis or dissertation. We prepared a handout entitled "LIBRARY RESOURCES IN ANTHROPOLOGY" which was an annotated listing of major sources in the social sciences that a graduate student might find useful when doing his research. During the three-hour presentation, the formulation of a search strategy was also discussed. Again, based on student reaction to a questionnaire prepared by the instructor, the lecture-discussion around a table in the library with instructor present proved to be an effective means of instruction. The Director of Graduate Studies, who was also one of the instructors, indicated the session would continue to be a part of the research methods course in the anthropology department.

During October, discussion began with the chairman of the architecture library faculty committee to provide an on-going program of library instruction to students in the upper-level courses in the College of Architecture. These students have a problem-oriented assignment that might be concerned with building a sewage treatment plant under a given set of circumstances or designing a public building to serve a specific function. Each student has a unique problem and thus a unique information need. Even within one particular design problem, the student's information need will be different at each phase of the design problem. If, for example he is building a school media center, in the initial design stages he will need to become familiar with the terminology and professional concerns of educators. In the final stages he may be needing specific bits of information concerning the internal environment such as heating, cooling and lighting systems.

The information problems of these students are further complicated by the fact that their information needs cut across disciplines and, although they have a separate architecture library, they must make use of materials in at least three other branch libraries (art, agriculture, and engineering) as well as some of the material in the main library.

Currently, in collaboration with a member of the architecture faculty, we are writing an instructional unit to help these students. We hope to have the unit ready for use on an experimental basis in the fall semester, 1976.

For the psychology department, we have prepared a GUIDE TO LIBRARY RESOURCES IN PSYCHOLOGY; for the journalism department, REFERENCE SOURCES FOR CURRENT EVENTS. The first guide is written in a narrative form and is an assigned reading for students before they are given an instructional session in the library. The second guide is an annotated listing of basic reference sources that are useful to students in a newswriting class. It is used as a handout in a lecture-discussion session similar to the upper-level history and anthropology sessions. This session was conducted by a reference librarian. Due to comments from students and instructors and the fact that they continue to request the instructional sessions for their classes each semester, we feel that the method of instruction has been successful in relating the library's resources to the students' information needs.

In this section we have described in detail the major activities that make up the College Library Program at the University of Kentucky. The four levels of need that we identified have served as guidelines. By relating these levels to the information need of a given group of students, we are able to define in very specific terms the instructional content and methods that lead to a successful instructional program. It is interesting to note some of the unplanned benefits that the program has had. For example, it has provided participating library science students with a type of experience that could never be gained in the classroom. Would-be public service librarians become involved in solving actual

problems that arise when implementing programs on a large scale.

The program is causing some classroom instructors in the disciplines with which we worked to reexamine some of their teaching ideas and to include a library research project as part of their course. This was revealed in casual conversations with instructors of almost all the sections in which we were involved.

The second section of this report consists of summary statistical and descriptive information. The statistical information deals with number of students involved in the program, number of classes reached and number of sessions that were conducted during the past reporting year. A month-by-month comparison with the previous year of the students reached is also included.

A brief summary description of activities in the department is shown broken down by month. These are activities that required large blocks of our time in addition to giving the instructional sessions.

The various courses within the colleges and departments with which we worked are also described. For all of these courses we were approached by the faculty member involved in teaching the classes.

Finally, a cost analysis is included which roughly estimates the cost of preparing materials, printing materials, and of staff involvement in the freshman program.

BREAKDOWN BY MONTH OF THE TOTAL STUDENTS, CLASSES, AND SESSIONS INVOLVED IN INSTRUCTIONAL ACTIVITIES, 1975/76

Month	Number of Students	Number of Classes	Number of Sessions
July	50	2	4
August	165	0	10
September	300	15	21
October	2415	97	109
November	971	39	39
December	0	0	0
January	358	23	20
February	2187	98	190
March	500	16	29
April	40	2	4
May	0	0	0
June	60	2	2
TOTALS	7046	294	428

COMPARISON BY MONTH OF THE TOTAL STUDENTS INVOLVED IN INSTRUCTIONAL ACTIVITIES WITH THE PREVIOUS GRANT YEAR

1974/75 Number of Students	Month	1975/76 Number of Students
0	July	50
230	August	165
435	September	300
40	October	2415
230	November	971
0	December	0
125	January	358
700	February	2187
315	March	500
75	April	40
	May	0
59	June	60
2209	TOTALS	7046

BREAKDOWN BY MONTH OF STUDENTS INVOLVED IN INSTRUCTIONAL ACTIVITIES BY LEVELS[1] DEFINED ON PAGES 2-3

1975/76	Orientation[2]	Level 1	Level 2	Level 3	Level 4	Totals
July	0	50	0	0	0	50
August	165	0	0	0	0	165
September	0	180	40	80	0	300
October	1675	625	75	40	0	2415
November	971	0	0	0	0	971
December	0	0	0	0	0	0
January	23	50	85	173	27	358
February	0	2139	6	31	11	2187
March	72	368	40	20	0	500
April	0	40	0	0	0	40
May	0	0	0	0	0	0
June	60	0	0	0	0	60
TOTALS	2966	3452	246	344	38	7046

[1]The levels, as described in the first section of this report, refer to the knowledge, skills, and level of sophistication that the students are expected to have in using library materials. Generally, the higher the level number, the more time needed to prepare for the session.

[2]The orientation tours required the least amount of preparation. The main purpose of these sessions is to acquaint students with the library.

COLLEGES AND DEPARTMENTS WITH COURSE NUMBERS AND DESCRIPTIONS SERVED BY THE INSTRUCTIONAL PROGRAM

Colleges	Departments	Course Numbers and Descriptions
Architecture	-----	ARC 810, Architecture Studio; ARC 820, History of Architecture and Urban Forms; ARC 830, Structures and Environmental Controls; ARC 850, Professional Practice. (Student takes these courses during his/her senior year. The architecture instructional sessions were described on page 17.)
Arts and Sciences	Anthropology	ANT 605, Seminar in Method and Theory in Anthropology.
	English	ENG 101, Freshman Composition; ENG 102, Advanced Freshman Composition; ENG 105, Advanced Freshman English, Writing on Special Topics; ENG 203, Writing for Business and Industry.
	History	HIST 105, History of Europe, 1713 to the Present; HIST 316, Junior Seminar, Historical Method and Literature.
	Human Communication	SP 181, Basic Public Speaking; SP 288, Oral Interpretation; SP 488, Interpretation of poetry.
	Journalism	JOU 203, Principles of Newswriting, JOU 204, Writing for Mass Media; JOU 501, Newsreporting.
Home Economics	Textiles, Clothing and Merchandising	TC 592, Special Problems in Clothing and Costume Design: Bicentennial Dress -- Research, Design and Construction of Dress of the American Revolution.
Social Professions	Social Work	SW 124, Introduction to Social Services; SW 222, Development of Social Welfare; SW 322, The Social Work Profession and Social Welfare; SW 630, Social Welfare Policies and Services.

Course Numbering System

001-099 No credit and/or non-degree courses.
100-199 Open to freshmen.
200-299 Prerequisite sophomore classification.
300-399 Prerequisite junior classification.
400-499 Prerequisite junior classification.
500-599 Prerequisite junior classification.
600-799 Open only to graduate students.
800-999 Open only to professional students in professional colleges.

SUMMARY OF ACTIVITIES IN ADDITION TO GIVING
INSTRUCTIONAL SESSIONS BY MONTH

1975

July
Coordinated design of sign system for main library.
Revised GUIDE TO THE LIBRARIES.
Tabulated results of user survey conducted by Reference Department.
Began work on psychology instructional unit.

August
Set up and staffed information desk in main lobby of the main library for one week.
Prepared GUIDELINES for orientation tours were given to freshman English classes first semester.
Gave general orientation tours.

September
Organized and scheduled tours for both freshman English 101 and 102 classes.
Organized and scheduled tours for Speech 181 classes.
Started on a guide to newspaper collection.
Continued work on psychology unit.

October
Began discussions on architecture unit with members of architecture faculty.
Began work on handout for journalism classes.
Began preparing instructional units for videotape.
Prepared questionnaire for evaluation of English 102 program for first semester.

November
Continued discussions with architecture faculty.
Continued work on psychology unit.
Continued work on guide to newspaper collection.
Continued work on videotape units.

December
Completed guide to newspaper collection.
Started guide to microfilm collection.
Continued work on journalism unit.
Tabulated responses to the questionnaires evaluating English 102 program for first semester.

1976

January
Completed instructional units for journalism, psychology, and anthropology classes.
Prepared the above units for printing.
Completed guide to newspaper collection.
Began writing architecture unit.

February
Began preparations for implementing the freshman English 102 program. The main functions that had to be performed were:

1. Initial visitations with staff of Freshman English Office.
2. Make all necessary changes in the new edition of the DINOSAUR UNITS and prepare them for printing.
3. Schedule 174 instructional sessions for 87 classes during a two-week period.
4. Prepare pretest and post-tests for printing.
5. Collate post-tests.
6. Package units and tests. Prepare instructors' packets of information. Distribute units and tests in instructors' offices.
7. Correspond with instructors about making schedule changes and discuss with them what kind of information their students would be needing.
8. Hire and train library science students to assist with the instructional sessions.
9. Give the instructional sessions.

Made preparations for the History 105 instructional sessions.

March
Began to work with the Freshman English Office to evaluate the total program. Correspond with teaching assistants about the program. Sent evaluation forms to instructors and students.
Continued work on videotape instructional units.
Continued work on architecture unit.
Began guide to microtexts in main library.

April
Completed scripts for three videotape instructional units.
Continued work on architecture unit.
Continued work on guide to microtexts.

May
Began to compile evaluation results for freshman English program.
Continued work on architecture unit.

June
Completed tabulating evaluation results for freshman English program.
Continued work on architecture unit.

COSTS OF THE FRESHMAN ENGLISH INSTRUCTIONAL PROGRAM AS IMPLEMENTED IN SPRING 1976

Initial preparation	
Staff time (320 hours)	$1500.00
Printing	
Units	2000.00
Pretests/Post-tests	24.00
Tours	490.00
Evaluation	184.00
	TOTAL $4198.00

(Cost per student is approximately $2.10. This figure excludes all costs relating to the initial development of the instructional materials during the previous year. If the previous development costs were included, the program expense would be two-and-a-half times greater than the above figure. It should be remembered that these figures are rough estimates.)

Section III consists of a copy of all the materials prepared by the Instructional Services Department and used in the instructional programs. The following is a list and brief description of the materials:

YOUR INTRODUCTION TO LEARNING RESOURCES AND SERVICES: prepared for the summer orientation sessions that are given to freshman and transfer students.
GUIDE TO THE UNIVERSITY OF KENTUCKY LIBRARIES.
GUIDELINES FOR ORIENTATION TOURS: this includes information that is given to students in the first semester English classes when they take a tour of the library.
THE TAMING OF THE DINOSAUR: A KEY TO LIBRARY RESOURCES; UNIT 1. . .THE CARD CATALOG, LOCATING BOOKS; UNIT 2. . . SOURCES OF CURRENT INFORMATION, LOCATING PERIODICAL AND NEWSPAPER ARTICLES; UNIT 3. . .REFERENCE MATERIAL, LIBRARY SEARCH STRATEGY: these instructional units were designed to be used in the second semester freshman English classes.
GUIDELINES FOR THE TOURS FOR THE INSTRUCTIONAL PROGRAM FOR FRESHMAN ENGLISH STUDENTS.
"HOW DO YOU SPELL BISMARCK?": A PRIMER OF HISTORICAL RESOURCE MATERIAL IN THE LIBRARY: this booklet was used with the program that was described on pages 13-15.
SEARCH PROCEDURE FOR HISTORY 105: this handout was also used in the program described on pages 13-15.
A GUIDE TO NEWSPAPER RESOURCES IN THE M. I. KING LIBRARY.
LIBRARY RESEARCH MATERIAL ON ALCOHOLISM AND TEENAGERS: prepared for a lower-level social work class.
GUIDE TO SELECTED REFERENCE SOURCES FOR CURRENT EVENTS: used in all of the journalism classes.
GUIDE TO LIBRARY RESOURCES IN PSYCHOLOGY.
SOURCES ON AMERICAN HISTORY.
LIBRARY RESOURCES IN ANTHROPOLOGY.